**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  **2nd** | | | **Date(s)**: |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**   |  | | --- | | Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?   |  |  | | --- | --- | | How do you know the value of a number?   |  | | --- | | How do patterns help me skip count? | | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Overhead/pens  100’s board   |  | | --- | | *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | | **Student:**  **100’s board**  **counters** | | | |  | | --- | | place value  hundreds  tens  ones skip count  counting on  efficient  accurate | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  |  | | --- | --- | | |  | | --- | | ***2.NBT.2***  Count within 1,000; skip count by 5’s, 10’s and 100’s. | | | | | | | |
| **I Can Statement(s):**  **Count to 100 by 2’s, 5’s, 10’s to 1000** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Over the summer, I went to various beaches and collected shells. Here are some of the shells I collected. I want you to help me count my shells. | | | | | |
| **Teacher Directed:**  **Show students bags with two shells in each bag, five shells in each bag, and 10 shells in each bag.** | | | | | |
| **Guided Practice:**  **Pretend that your counters are sea shells. I want you to use your 100’s board to count by 2’s (explain that they will begin at 0 but the 100’s board does not have 0). Repeat using 5’s and 10’s. Discuss after each number sort what patterns they see on the 100’s board.** | | | | | |
| **Independent Practice:**  **Students will use pencil and paper to show that they can count by 2’s, 5’s, and 10’s.** | | | | | |
| **Closing/Summarizing Strategy:**  **Engaging conversation with students: Which way did you find most efficient (best way) to count the shells accurately (correctly) and quickly? (Teacher could record answers and develop and anchor chart.)** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  |  |  | | --- | --- | --- | | Skip count by numbers other than 2’s, 5’s and 10’s. |  |  | | | | Have pictures of materials for students to manipulate when counting.  Cut each shelf apart or enlarge the school store inventory poster to allow the students to focus on counting one item at a time. | | | Pre-teach vocabulary: ***total***  Have pictures of material for students to manipulate while counting.  Help students make a personal math dictionary with the word wall pictures/cards and key vocabulary to refer back to throughout the year. |
| **Assessment(s): See independent practice** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |